

Bulletin No. 03.08

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Topic: WINSS and NCLB

The Wisconsin Information Network for Successful Schools (WINSS) Web site, <http://www.dpi.state.wi.us/sig/index.html>, was designed to assist local school improvement teams in determining priorities and achieving improvement goals. This bulletin describes how school districts can use the WINSS Web site to meet federal requirements of No Child Left Behind (NCLB). All of these resources are optional for districts and were developed to save time and money at the local level in complying with federal requirements.

State, District, and School Report Cards

Under NCLB, the Department of Public Instruction (DPI) and each school district must widely disseminate report cards that include data about student achievement on state assessments, other academic indicators, teacher qualifications, schools identified for school improvement, and more at the state, district, and school level. While this requirement is new at the federal level, School Performance Reports have been required under state law for years. The performance report under state law, <http://www.dpi.state.wi.us/dpi/dltcl/lbstat/sprlaw.html>, and the report card under federal law, <http://www.dpi.state.wi.us/dpi/dltcl/lbstat/eseadata.html>, require different data to be collected and reported, but the purpose of the two requirements is similar, and both reports must be updated annually.

The DPI is currently using a variety of existing DPI data collections to modify WINSS consistent with state and district report card requirements under NCLB. DPI is also working to modify existing data collections and reports to fill gaps, so remaining state and district report card requirements can be met on WINSS at the earliest possible date. Once the data have been gathered from districts, they will be aggregated, disaggregated, redacted to protect student privacy, and reported at the district and school levels in the Data Analysis section of WINSS, <http://data.dpi.state.wi.us/data/selschool.asp>. In meeting the reporting requirements, districts have the option of including the URL for the WINSS Web site on preexisting school performance reports, newsletters, and/or other documents distributed to all parents with information about how to access WINSS for parents without home web access (local public library, school, etc.) and what report card data are included on WINSS. To view a sample of the type of statement needed on these local documents, go to http://www.dpi.state.wi.us/sig/data_faq.html#reportcard or see below:

These data and more detailed district and school information about test results, graduation, attendance, other academic indicators, teacher qualifications, and much more can be found on the DPI WINSS Web site. To view WINSS data for [ADD DISTRICT NAME HERE], visit our district web site at [INSERT THE URL FOR DISTRICT PAGE WITH HYPERLINKS TO THE DATA]. If you do not have home web access, visit [ADD NAME OF PUBLIC LIBRARY] or [ADD NAME OF SCHOOL WHERE COMPUTER MIGHT BE SET UP FOR THIS PURPOSE WITH HOURS OF

ACCESS]. For further information or assistance, contact [NAME OF DISTRICT REPORT CARD CONTACT PERSON].

To view a sample district web page with links to required NCLB report card data, go to <http://www.dpi.state.wi.us/sig/reportcard.html>.

Districts that wish to produce their own report cards will have the option of downloading the same raw data used on WINSS to produce these report cards. Edits, calculations, rollups, and privacy rules will have been applied to the raw data to minimize local effort in preparing optional customized district report cards. This downloadable feature will be available by summer 2004.

DPI will meet all report card requirements at the earliest possible date. The following is our anticipated timeline:

Anticipated Timeline for Inclusion of Report Card Data on WINSS

WINSS Data Analysis Question	Report Card Topic	WINSS Publication Date (est.)
How did students perform on state tests at grades 4, 8, and 10?	Achievement on state academic assessments and Wisconsin alternative assessments <ul style="list-style-type: none"> Report by proficiency levels Disaggregation by student group, by grade, by subject, two-year trend, school/district/state comparison, participation Comparison of student achievement to annual measurable objectives 	Available now
	Schools Identified for School Improvement <ul style="list-style-type: none"> Names and number of schools Reason each school was identified How long each school has been identified 	Available now
	<ul style="list-style-type: none"> Percentage of schools identified and measures taken 	Spring 2004
What percent of students attend school each day?	Attendance Rate disaggregated by race/ethnicity	Available now
	Attendance Rate – full disaggregation, including economically disadvantaged, students with disabilities, students with limited English proficiency	Spring 2006
What are the graduation rates?	Graduation Rate disaggregated by race/ethnicity	Available now
	Graduation Rate disaggregated by disability status	Summer 2004
	Graduation Rate – full disaggregation, including economically disadvantaged, students with limited English proficiency	Spring 2008
What are the qualifications of teachers?	Professional Qualifications of Teachers <ul style="list-style-type: none"> Degrees, experience, and Wisconsin license status 	Available now
	<ul style="list-style-type: none"> Percent of teachers who are highly (ESEA) qualified 	Available now

WINSS reports will be in English. NCLB also requires, to the extent practicable, district report cards to be provided in languages that parents can understand. DPI plans to solicit input from

districts and other groups on effective practices to assist districts in meeting the requirement to provide report card information to parents in other languages.

Research-Based Strategies

Schools identified for improvement must select improvement strategies that are scientifically proven to be effective. The WINSS Curriculum Resource Center, www2.dpi.state.wi.us/sig/practices/high_2.asp, has been developed as a place where educators can go to find best-practice ideas related to classroom instruction. This searchable database contains hundreds of classroom lessons aligned to Wisconsin academic standards. Teachers can search for lessons in a particular subject, standard, or grade level. It includes resources developed by the Wisconsin Education Communications Board. The DPI will continue to put resources toward adding more classroom lessons to the center with special emphasis on assessed subjects and grades.

The WINSS Characteristics of Successful Schools Surveys and the WINSS School Improvement Planning Tool were designed based on effective schools research. According to this research, when high-performing schools were compared with lower-performing schools, certain school characteristics were consistently correlated with student success. These seven characteristics of successful schools are the basis for the WINSS Surveys and the Planning Tool. It is hoped that use of these tools by Wisconsin schools will help school improvement teams explore how systemic issues might be influencing student achievement.

Development of a School Improvement Plan

Under Title I accountability requirements, schools identified for improvement must develop or revise a two-year improvement plan. WINSS contains a School Improvement Planning Tool, www.dpi.state.wi.us/sig/improvement/tools.html, designed to help school improvement teams meet this mandate. The online planning process includes data analysis, identification of concerns, hypotheses development to explain concerns, setting improvement goals, choosing improvement strategies, and establishing criteria to evaluate progress. The process is grounded in best practice research. The tool allows an improvement team to record their decisions at each step and update the improvement plan as needed. Using the optional Plan Manager feature, details such as budget and staff assignments may be added. The final improvement document may be downloaded. All plans are password protected. At each step, the tool provides guidance about specific information that must be included or standards that must be met to satisfy federal requirements for schools identified for improvement.

Parental Involvement

There are various provisions throughout the ten titles under NCLB that require parental involvement in improvement planning and decision making. Parental involvement requires that parents have meaningful opportunities for participation and access to the data that illustrates gaps in student achievement, including possible contributing factors. The Data Analysis section of WINSS, <http://data.dpi.state.wi.us/data/selschool.asp>, used for NCLB reporting requirements, makes data about student achievement and behavior more readily available to parents. A second strategy for involving parents in improvement planning is to gather feedback from parents about aspects of the school system that, if strengthened, could enhance student performance. The WINSS Web site contains perception surveys. The Characteristics of Successful Schools Surveys, <http://goal.ncrel.org/winss/winss.htm>, are designed to gauge perceptions in seven areas: Leadership, Vision, Professional Development, Family and Community Involvement, Standards of the Heart, High Academic Standards, and Evidence of Success. These surveys are available in Spanish and Lao, so any parent can use the survey to provide feedback to the school. In addition, survey results may be disaggregated to compare the perceptions of parents with those of staff, administration, or others.

Highly Qualified Teachers

Title I, Part A under NCLB requires that all teachers teaching core academic subjects be highly qualified. Strategies to attract and retain highly qualified teachers are needed to meet this requirement. Staff perception of the school environment and their beliefs about teaching are key factors in recruitment and retention. The WINSS School Climate Survey for Staff, <http://www.dpi.state.wi.us/sig/improvement/process.html>, is designed to help administrators and school improvement teams assess the staff perception of school climate and more.

Professional Development Needs Assessment

Title II, Part A under NCLB requires that districts assess teacher professional development needs. WINSS will soon contain an online Teacher Self-Assessment based on the teacher standards in PI 34. This online assessment can be administered at the building or district level and will report aggregate teacher self-assessments of professional development needs. In addition, results can be disaggregated by gender, experience, and grade level and/or subject to better tailor professional development offerings to the needs of various groups.

Specific questions related to this bulletin should be directed to:

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